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ABSTRACT

Provided are guidelines for the development of individualized education programs (IEPs) for handicapped, gifted, and talented children, designed to comply with the proposed Pennsylvania Special Education Standards. Chapters cover the following topics: instructional components of the IEP (including determination of present educational levels, annual goals, and short-term objectives), special considerations in IEP plan preparation, procedures for determining educational assignments and developing IEP plans, and copies of formats and forms (such as a letter requesting parent permission to evaluate and a due process notice). The bulk of the document consists of six appended sample IEP plans for placement of handicapped and gifted students in regular and self-contained classes. Also appended are bibliographies of curriculum bound objectives, instructional objectives collections, and resource books on objectives; and guidelines for writing behavioral objectives. (IM)

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AN INTRODUCTION TO INDIVIDUALIZED EDUCATION PROGRAM PLANS IN PENNSYLVANIA: GUIDELINES FOR SCHOOL AGE IEP DEVELOPMENT

May 1977

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Bureau of Special and Compensatory Education

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FOREWORD

This guide is an introduction to the process of developing individualized education programs (IEPs) for handicapped, gifted and talented children. It should be viewed as a first step in a personnel development program to help Pennsylvania educators meet IEP requirements. Though guidelines for writing IEP plans are suggested, our primary purpose is to acquaint readers with IEP plan writing as a process of related steps. These suggestions are not meant to take the place of other approaches which comply with special education regulations and standards.

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I. INTRODUCTION

The proposed Pennsylvania Special Education Standards, which reflect both State Board Regulations and federal legislation, require an individualized education program (IEP) for each exceptional student identified as needing special education or related services. This requirement extends to all exceptional students in Pennsylvania, regardless of who is funding the education program.

For all new exceptional school age students (including the gifted and talented) enrolled on or after October 1, 1977, IEP plans are to be completed before actual placement occurs. For exceptional students already enrolled, IEP plans must be completed by September 1, 1978.

The IEP plan must include:

1. A written statement of the student's present levels of educational performance.
2. A statement of annual goals reflecting the student's present levels of educational performance and specifying the behavior to be achieved through the individualized education program.
3. A list of short-term objectives which serve as the steps in achieving each annual goal.
4. A statement of appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.
5. A statement of the extent to which the student will be able to participate in a regular education program.
6. A description of all special education and related services required to meet the student's needs, any special instructional media and materials to be provided and the type of physical education program in which the student will participate.
7. The projected date for beginning the program and the anticipated duration of these services.

Writing an IEP plan is a three-step process: (1) establishing where the student is (determining present levels of educational performance),(2) identifying how much and what one can reasonably expect him/her to learn by the end of a year (writing annual goals) and (3) determining the steps to be taken in achieving annual goals and the means to measure the student's progress (specifying short-term objectives and determining the means for evaluating progress).

II. INSTRUCTIONAL COMPONENTS OF THE IEP

Determining Present Educational Levels

Before setting goals for a student, one must know what the student knows and what he/she needs to learn. Establishing the present levels of educational performance involves collecting, surveying and using all available information about the student. The program planner first surveys available data and then may add to it through formal and informal assessment. The term "levels" implies a possible range of information from the listing of test data to the recommended procedure of describing student strengths and weaknesses in various curricular areas.

Surveying Available Information

The program planner may have access to student information currently on file in the school or information provided by people who have had contact with the student.

Student file information that may be helpful includes:

- O Psychological reports
- O Medical reports
- O Developmental, social and educational histories
- O Speech/language evaluations
- O Reports of educational specialists (including reading specialists, the referring teacher or previous teachers in special education)

Resource people who can help include:

- O Previous teachers
- O Referring teachers
- O Educational specialists
- O Parents or guardians
- O Guidance counselors
- O Principals
- O Psychologists
- O Psychiatrists
- O Home and school visitors or social workers
- O School nurses
- O The student

File information can offer insight into the student's academic strengths and weaknesses and may suggest directions for placement and programming. Information from resource people can supplement the file data and clarify the student's past educational performance.

Collecting Additional Information

After surveying available information, the program planner may have a fairly good impression of how the student is functioning in instructional areas. For a clearer picture of the student's educational performance, however, it may be necessary to supplement this information with data obtained through standardized formal and informal assessment procedures.

Standardized Formal Assessment. Commercially available standardized tests require the use of uniform procedures in administration and scoring. These tests are usually norm-referenced; that is, they give program planners a means for comparing a student's performance to that of a sample population. The score may be expressed as a grade or age equivalent.

General achievement tests usually sample a number of instructional areas and give the program planner an idea of the student's academic strengths and weaknesses (e.g., Stanford Achievement Tests). This information can be used to determine areas requiring further assessment. When administered on a pre/post test basis, these tests can estimate the student's educational growth. General achievement tests, however, normally provide only a gross estimate of achievement.

Formal diagnostic tests (e.g., Key Math Diagnostic Arithmetic Test, Woodcock Reading Mastery Test) enable the program planner to determine a student's specific instructional level in particular areas. With some evaluation instruments, the program planner also can analyze the student's performance to determine what he/she has learned and to designate the next appropriate instructional step.

Informal Assessment. Informal testing implies that a student's skills will be assessed in terms of what he/she can or cannot do, rather than his/her standing in relation to some norm, as in formal assessment. These tests usually are administered individually.

Criterion-referenced tests (e.g., SRA's Diagnosis: An Instructional Aid Series - Reading) are designed to assess one particular skill area. Criteria are established to help the program planner determine specific instructional strengths and weaknesses. The evaluation can show what skills and content the student has mastered and can indicate the next appropriate instructional step.

Informal diagnostic tests include inventories and checklists (e.g., university-prepared informal reading inventories) which can be used to analyze a student's performance in a task and to identify error patterns. They may also indicate specific instructional levels. These tests have been especially useful in helping the instructor to match student needs with appropriate materials and methods.

Diagnostic teaching is frequently used to confirm or negate diagnostic information obtained from tests. By analyzing how well a student responds to various teaching methods, the program planner may be able to identify the most effective strategies to use with that student. Diagnostic teaching may also provide information about the student's rate of learning.

Systematic observation can provide detailed information on specific student behaviors. Program planners can collect data on what a student can do and how he/she approaches a task.

Commercially prepared prescription kits are offered by some publishers to supplement their instructional packages. These tests are designed to assess a student's ability to perform the skills included in the package.

To summarize, the program planner's task in estimating present educational levels is to determine, through a practical and content-oriented approach, what the student has mastered. He/she should not devote too much attention to cognitive processing or other esoteric factors. The program planner must remember that the information summarized in the IEP must be specific enough to allow for the projection of annual goals in each instructional area.

Annual Goals

Annual goals are written statements of what the student is expected to learn from his/her educational program. Annual goals are the targets toward which the student's learning program is directed. Since the goals reflect growth which can take place over the course of an entire academic year, they should be general, yet specific enough to focus on individual instructional areas.

The process of writing annual goals is closely linked to the process of determining the student's present educational levels. To write goals, one must look at the student's present functioning in appropriate instructional areas and determine what content and which skills should be emphasized in his future program. To write annual goals for each instructional area, planners may use curricular sequences, developmental theory, and educated and reasonable logic, but they should be as systematic as possible.

In determining the scope of annual goals, the program planner must carefully consider many factors, including the severity of the student's handicap or the degree of the student's giftedness; the student's special abilities; the student's past rate of learning; behavioral factors, such as attention skills; and the likelihood that the student will cooperate in the long-term learning program.

Program planners should consider the following guidelines in writing annual goals:

1. Projections should be reasonable, that is, not so difficult that they lead to frustration.
2. Projections should be broad enough to increase the possibility that the student will make unexpected gains or enhance expected ones.

In summary, annual goals express the anticipated growth in skills and knowledge resulting from a student's participation in an educational program over a year's time. They serve as the framework for the teacher's instruction and daily activities with the student.

Short-Term Objectives

Short-term objectives are derived from the annual goals in each instructional area. They represent smaller, more manageable learning tasks a student must master on the way to achieving the more general and complex annual goals. As such, they enable the teacher and others to plot the student's progress toward meeting the annual goal.

Unlike annual goals, which represent global changes in a student's knowledge, skills and learning, short-term objectives represent specific units of learning. While annual goals may take as long as a year or more to achieve, short-term objectives should be mastered in a realtively short time. Depending on the student's learning characteristics and the specificity with which the objective is stated, a short-term objective might be mastered in from one or two instructional sessions to several months. Program planners may designate few or many short-term objectives for each annual goal, and these objectives may range from very specific to more general depending on the student's needs.

Sources for Short-Term Objectives

In determining short-term objectives, program planners may draw on a variety of sources, including published curricula, published collections of objectives for specific instructional areas and teacher-written objectives. Statements of objectives must include a method of evaluating the student's program. Evaluation must be based on observable, objective criteria and subject to a schedule to determine the effectiveness of the instruction.

The published sequences of objectives accompanying a commercially or locally developed curriculum are sometimes referred to as "curriculum-imbedded" or "curriculum-based." These objectives usually are related specifically to the content of the curriculum for which they were designed, and are not intended to serve teachers using other curricula. (Several of the commercially available "curriculum-based" sequences of objectives, however, can be applied beyond the curriculum with which they are associated.) Published sequences of objectives are commonly found in reading and mathematics curricula, and are often packaged with assessment instruments to determine entry into the sequence and progress on the objectives.

Published collections of objectives are available for most instructional areas. Although they vary in emphasis, comprehensiveness and provision for measurable criteria, they all serve the same general function: to provide objectives in specific content areas which may be applied to a published or teacher-developed curriculum.

Teacher-written objectives vary widely, depending on the skills and imagination of the teacher and on how vigorously the teacher applies available guidelines for writing objectives.

A partial bibliography of sources for curriculum-based objectives and published collections of objectives appears in Appendix B. Guidelines for preparing teacher-written objectives appear in Appendix C. Some of these sources provide specific measurement criteria and assessment instruments for the objectives they list or guidelines for preparing measurement instruments.

Educators vary in their preference for one of these sources over another. In addition, the nature of the instructional setting may dictate the use of a particular source. For example, if a class is relatively homogeneous in achievement levels and there is an emphasis on group instruction, a curriculum-based approach may be best. On the other hand, the relatively tutorial, part-time format and wide diversity in student achievement levels in some resource room and itinerant teacher programs may suggest the adoption of published collections of objectives. While some programs may rely exclusively on teacher-written objectives, they are generally more useful as supplements to other sources.

The use of teacher-written objectives or those selected from collections of objectives requires training in the sequencing and evaluation of objectives for instructional purposes. A shortage of resources, time and clerical support may necessitate the use of curriculum-based objectives.

Student Program Evaluation

The law requires that the IEP plan provide for appropriate objective criteria, evaluation procedures and an indication of when and how one will determine whether the student is achieving the short-term objectives. Whether the objectives have been met must be determined at least annually.

Observable, objective criteria are required to determine whether the student has mastered the short-term objectives. Many authors include the criteria for demonstrating mastery of the task as an integral part of the statement of the objective.

Criteria can be expressed in a number of ways, including the frequency, percentage or consistency of behavior specified by the objective. For example, the criterion for successful mastery of an objective may be 80 percent success for three consecutive instructional periods. With some objectives, however, the criterion may be a single demonstration of correct performance.

There are many procedures for evaluating a student's mastery of objectives according to the criteria for mastery. Procedures may vary in their provisions for participants in the evaluation process, degree of systematization of the process, and frequency of evaluations. For purposes of illustration, the following general approaches are discussed: (1) the criterion-referenced measurement approach, (2) the milestone evaluation approach and (3) the year-end evaluation approach.

Criterion-Referenced Measurement (CRM) Approach. The criterion-referenced measurement approach is based on a structured system of evaluating each objective before and after instruction. The pretest assures the teacher that the student needs instruction on the objective. The posttest assures the teacher that the student has learned the content and is ready to progress to new, more complex learning. The test-teach-test cycle continues indefinitely throughout the term of instruction. In this approach, the evaluation of student progress is an integral and continuous part of the instructional process.

The criterion-referenced measurement approach goes by many names (e.g., mastery learning, diagnostic-prescriptive teaching, precision teaching, individually prescribed instruction, etc.). Although it appears in many forms, it always depends on the systematic use of objective-referenced measures or tests to assess mastery of objectives on specified criteria.

The criterion-referenced measurement approach to evaluating student instructional programs may be contained in:

1. *Commercially Packaged Instructional Management Systems*

   An increasing number of commercial curriculum publishers have adopted the principles of CRM, especially in reading and mathematics. Curricula reflecting this approach provide a sequence of behavioral objectives and a set of objective-referenced measures to assess mastery of each task. A set of forms or charts usually are included to record and track student progress.

2. *Teacher-Generated Sequences*

   Educators with sufficient training and instructional resources can apply CRM principles without using a commercially packaged instructional management system. Also, the teacher may use collections of objectives and objective-referenced measures, supplemented by teacher-written objectives and measures.

Milestone Evaluation Approach. Mastery of objectives can be evaluated at regularly established review periods throughout the year. The timing of these review periods may be determined by projected events, or "milestones," such as completion of a specified number of instructional sessions or completion of a unit or sequence of objectives. Milestones also can be simply the dates on which reviews are to take place. These dates or milestones would be part of an annual schedule for evaluating student progress.

Year-End Evaluation. A meeting scheduled at the end of the school year to evaluate student achievement of objectives is a year-end evaluation. When this meeting is the only planned evaluation in the student's IEP, it represents minimum compliance with the evaluation requirements of the law.

As the sole or major evaluation format, year-end evaluation procedures should include some structured procedure for determining mastery of the objectives specified in the IEP. The evaluation of mastery of each short-term objective will be next to impossible at the end of an instructional year. One solution is to evaluate blocks of objectives as they collect within each annual goal, and finally, as they reflect the attainment of the annual goal itself.

Dates and/or methods for determining the effectiveness of instruction will depend on the objective evaluation approach selected by the teacher. In a criterion-referenced system, evaluation may occur on a daily to monthly basis. Milestone evaluation may occur on an irregular basis or, if dates are used as milestones, on a regularly scheduled basis. Whatever approach the teacher selects, the schedule for evaluating objective mastery should be reported in the IEP plan.

III. SPECIAL CONSIDERATIONS IN IEP PLAN PREPARATION

Participants in IEP Planning

The IEP plan is a written document to be developed and revised at least annually in a program planning conference scheduled at a time and place mutually agreed upon by the participants. The following people must attend:

- The parent, guardian or surrogate parent and, when appropriate, the student.
- The teacher who will carry out the student's program and, if possible, the sending teacher.
- A local education agency (LEA) representative (other than the teacher) who must simply be the designee of the superintendent. Special education supervisors and principals are recommended for this role, but other professionals may serve if their training and experience is indicative of a leadership role in special education. The representative should be qualified to provide or supervise instruction designed to meet the special needs of exceptional students.
- The guidance counselor and evaluator(s), if possible.
- Any other person the student, parent, guardian or surrogate parent wishes to invite.

If a student is to be placed in an approved private school, the LEA must develop the IEP plan; however, the LEA must invite the participation of private school representatives, including the teacher who will be responsible for the student. Because of distance, time and cost, private school representatives may participate via a telephone call.

Since the law does not clearly designate who should serve as program planners, the local education agency should select the most qualified individual in each area to complete different portions of the IEP plan. The local education agency may also designate one individual to oversee IEP preparation. The IEP plan is to be an educational document but the placement indicated on the plan should conform to the recommendations included in the most recent effective psychological report.

Instructional Areas to be Represented in the IEP

The IEP will include only those areas in which the student receives special education, related services or modified regular education (i.e., where the content, methods or materials used in regular programs are substantially modified, based on the child's identified needs). Special education is defined in the State Special Education Standards as a basic education program planned to meet the educational needs of exceptional students.

The IEP plan is <u>not</u> to be a reference document which simply refers the reader to various curriculums or materials. Readers should be able to develop a clear understanding of the student's intended program from the plan. It should list programs and services needed by a student. Programs and services should not be omitted because they are not readily available, but, at the same time, marginally appropriate or highly unusual programs and services should be avoided. While the IEP plan will serve as an accountability document in the sense that it will indicate the availability of appropriate programs and services, it should <u>not</u> serve as a means for making teachers and other educational personnel accountable for their students' achieving annual goals and short-term objectives.

Speech and/or language (corrective or remedial), hearing and vision, whether full-time or itinerant, are considered special education placements in Pennsylvania. Annual goals and short-term objectives must thus be specified.

The IEP plan should clearly describe the student's program and be able to stand on its own. Thus, a simple listing of alterations in a regular education program does <u>not</u> constitute a valid IEP.

Related Services

The individualized education program plan calls for a statement of specific programs and services to be provided to the student. As defined in the law, "related services" means transportation and such developmental, corrective and other supportive services that may be required to assist a handicapped student to benefit from special education. In Pennsylvania, gifted and talented students are also included. Such services include, but are not limited to, audiology, psychological services, medical services (for diagnostic and evaluation purposes only), physical education (regular and adaptive), occupational and physical therapy. Annual goals and short-term objectives do not have to be written in the IEP plan for related services but in many cases it is advisable.

Extent to Which the Student Will Be Able to Participate in Regular Education

The Education for All Handicapped Children Act mandates that the handicapped learner is to be educated, to the greatest extent possible, with nonhandicapped students. Pennsylvania's due process letter and the State Board Regulations specify a hierarchy of placements for exceptional students and are the state's vehicles for encouraging the assignment of students to the least restrictive placement (i.e., the placement that will optimize the student's educational and social growth and is as close as possible to the mainstream of education). Programs outside the regular classroom environment are to be provided only when the nature or extent of the exceptionality is such that support aids and services in the regular program cannot provide satisfactory education. The primary assignment(s) of the student is to be noted on the IEP plan.

Due Process and the IEP Plan

The proposed IEP plan serves as the basis for discussion in program planning conferences and due process hearings, and shall be included as part of the due process notice. Shortened due process notices, such as the one used for speech-impaired students, may be used in conjunction with the IEP plan.

Due process procedures must be extended to the student, parent, guardian or surrogate parent when the IEP plan involves a change in educational placement or when the student is being evaluated as part of the IEP plan development. Re-evaluation must take place at least every two years. According to the State Standards for Special Education, evaluation must be based on team analysis of the student's documented cumulative record and may include administration of individual psychological tests and other clinical examinations.

Other Procedural Safeguards

Full Information

Within the intent and spirit of the law, LEAs should try to insure that the student, parent, guardian or surrogate parent is fully informed about the IEP plan and process so that he/she may serve as an active participant. This would include appropriate communication with these individuals (i.e., in their native language or in a manner that accounts for communication deficits they may have). All forms presented to these individuals must be in a language that is clearly understandable to them, and program planning for the student must account for native language or the fact that he or she is bilingual.

Protection in Evaluation

It is the responsibility of those assessing the student's present education levels and subsequent progress to see that evaluation procedures are as fair and as culturally unbiased as possible to conform to state and federal laws, regulations and standards.

Access to Plans

The local education agency providing direct services is responsible for retaining the IEP plan and any related documentation. The LEA is also responsible for insuring that the IEP is accessible only to the student, parent, guardian, surrogate parent or those persons directly responsible for implementing the plan. IEP plans are subject to the confidentiality regulations of the federal government, the state of Pennsylvania and the LEA.

IV. PROCEDURES FOR DETERMINING EDUCATIONAL ASSIGNMENTS AND DEVELOPING IEP PLANS

Local Education Agency-Initiated IEPs

Request Permission to Evaluate

Document Needed:

Request for Permission to Evaluate
(White Pages in Section V)

When a student is thought to be exceptional, the local education agency may initiate the IEP process by referring the student for evaluation. The local education agency must seek written permission from the parent, guardian or surrogate parent and, when appropriate, the student before performing the evaluation, when the student has been individually selected as a person in need of evaluation. This permission may be sought at a meeting or by letter.

No Response

If the LEA receives no response from the parent, guardian or surrogate parent and, when appropriate, the student, the agency should follow-up by telephone contact or conference. If follow-up procedures fail to gain a response, the LEA has two options:

1. Request a hearing to determine whether to proceed with the proposed evaluation.
2. Cancel plans to conduct the evaluation.

Disapproval

If the parent, guardian or surrogate parent and, when appropriate, the student, disapprove of the proposed evaluation, the LEA has three options:

1. Request an immediate conference to further explain the agency's concerns.
2. Request a hearing to determine whether to proceed with the proposed evaluation.
3. Cancel plans to conduct the evaluation.

Approval

If the parent, guardian or surrogate parent and, when appropriate, the student approve the proposed evaluation, the LEA should complete the evaluation as planned.

Review of Evaluation Data

All evaluation data must be reviewed and interpreted by a certified school psychologist, the student's present teacher and a supervisor of special education, a school administrator or other persons knowledgeable about the program and service options which may be appropriate for the student.

Student Found Not To Be Exceptional

Document Needed:

Notification That Student
Is Not Exceptional
(Pink Pages)

If the review and interpretation result in the conclusion that the student is not exceptional, the parent, guardian or surrogate parent and, when appropriate, the student must be notified in writing (either by mail or at a conference). This notice should inform the student, parent, guardian or surrogate parent of his or her right to:

1. Review all data collected on the student.
2. Request a program planning conference.
3. Request a hearing.

Student Found To Be Exceptional

Documents Needed:

1. Due Process Notice
   (Blue Pages)

2. IEP Plan
   (Yellow Pages)

If the LEA determines, through the evaluation, that the student is exceptional, due process procedures must be initiated. The due process notice is sent or given to the parent, guardian or surrogate parent and, when appropriate, the student to invite their participation in a program planning conference, where both educational placement and the proposed IEP plan (attached to the due process notice) will be discussed.

The scheduling of a program planning conference after issuance of a due process notice, however, is only one of many opportunities to meet with these individuals to formulate the IEP plan. LEAs may wish to discuss IEP preparation at a conference following the initial evaluation or on some other occasion. In any case, the LEA must invite the parent, guardian or surrogate parent and, when appropriate, the student, to attend a program planning conference after the due process notice is issued, even if earlier conferences have been held.

The attachment of a proposed IEP plan to the due process notice does not limit the opportunity of participants to alter that plan at a program planning conference. Issuing the proposed IEP plan to the participants before the program planning conference should help them prepare for that conference.

In addition to considering the program, the program planning conference provides a forum for discussing placement and is one safeguard against inappropriate placement within the requirements of least restrictive environment.

No Response To Due Process Notice And Proposed IEP Plan

If the student, parent, guardian or surrogate parent does not respond within 10 days (if the notice was mailed) or five days (if the notice was presented at a conference), the lack of response is to be interpreted as acceptance of the proposed IEP for one year.

Decision Not To Participate In Program Planning Conference

Document Needed:

Due Process Notice
(Blue Pages)

If the student, parent, guardian, or surrogate parent does not choose to participate in the planning conference, he/she can so indicate to the LEA by noting acceptance of the proposed IEP on the due process notice.

Participation in Program Planning Conference

If the student, parent, guardian or surrogate parent indicates his/her wish to participate and does participate in the program planning conference, he/she is to be asked at the end of that meeting to indicate approval or disapproval of the proposed educational assignment and IEP plan. The student, parent, guardian or surrogate parent must receive documentation of the program planning conference (the proposed IEP plan) within 10 school days. Every effort must be made at the conference to reach an amicable agreement on appropriate program and placement in the best interest of the student.

Approval Of Placement And IEP Plan

Document Needed:

Program Planning Conference Response
(Green Pages)

If the student, parent, guardian or surrogate parent agrees with the recommended educational placement and the IEP plan, he/she is to indicate that agreement, in writing, either at the conference or, if the response is mailed, within 20 days.

Disapproval and Request For A Hearing

Document Needed:

1. Program Planning Conference Response
(Green Pages)

If the student, parent, guardian or surrogate parent disagrees with the educational assignment and/or the IEP plan, he/she may request a hearing to resolve the disagreement.

No Response At the End Of Program Planning Conference

Document Needed:

1. Program Planning Conference Response
(Green Pages)

2. IEP Plan
(Yellow Pages)

If the student, parent, guardian or surrogate parent does not sign a conference response form at the end of the program planning conference, the LEA must mail this form to him/her (with a self-addressed, stamped envelope) together with a copy of the proposed IEP plan resulting from the program planning conference. If the student, parent, guardian or surrogate parent fails to return the form within 20 days of the program planning conference, the LEA may initiate the proposed IEP plan -- if reasonable and documented efforts were made to elicit a decision about the proposed IEP plan.

Disagreement With Hearing Results

If the student, parent, guardian or surrogate parent requests a hearing and disagrees with the results of the hearing, he/she may appeal the decision to the State Secretary of Education. The appeal procedures will be attached to the copy of the hearing decision.

Parent-Initiated IEPs

Request for Evaluation

Document Needed:

Request for Permission to Evaluate
(White Pages)

A request for an evaluation may come from the parent, guardian or surrogate parent and, when appropriate, the student. This can occur when the student is believed exceptional and not receiving an appropriate education. The LEA should secure written permission for the evaluation from the parent, guardian or surrogate parent and, when appropriate, the student.

Scheduling the Program Planning Conference

A conference must be scheduled within 10 days and must be held no sooner than 15 days and no later than 30 days after the LEA receives the request.

LEA Program Planning Conference Preparation

Documents Needed:

1. Due Process Notice
   (Blue Pages)
2. IEP Plan
   (Yellow Pages)

The LEA shall prepare for this conference with evidence of the appropriateness of the student's present placement or an IEP plan which defines an appropriate placement and specialized program for the student. An IEP plan shall be prepared only after appropriate evaluation.

Review of Evaluation Data

All evaluation data must be reviewed and interpreted by a certified public school psychologist, the student's present teacher and a supervisor of special education, a school administrator or other person knowledgeable about the program and service options which may be appropriate for the student.

Program Planning Conference

At the conference, every effort must be made to reach an amicable agreement on appropriate program and placement in the best interest of the student.

Student Found Not to Be Exceptional

Document Needed:

Notification That Student
Is Not Exceptional
(Pink Pages)

If the review and interpretation of evaluation data result in the conclusion that the student is not exceptional, the parent, guardian or surrogate parent and, when appropriate, the student must be notified in writing (either by mail or at a conference). This notice should inform the student, parent, guardian or surrogate parent of his/her right to:

1. Review all data collected on the student.
2. Request a program planning conference.
3. Request a hearing.

Student Found to Be Exceptional

Documents Needed:

1. Due Process Notice
   (Blue Pages)
2. IEP Plan
   (Yellow Pages)
3. Program Planning Conference Response
   (Green Pages)

At the conclusion of the conference (if the student is found to be exceptional), due process procedures must be extended to the student, parent, guardian or surrogate parent. At this time, these individuals may accept the proposed program or request a hearing to resolve differences. Procedures are identical to LEA-initiated IEPs from this point on.

Other Procedures

Changing an IEP Plan

Documents Needed:

1. Request for Parent Participation in IEP Changes (Gold Pages)

2. IEP Plan (Yellow Pages)

When either the LEA or the student, parent, guardian or surrogate parent feels that major changes should be made in a student's IEP plan, a conference should be requested. Normally, major changes would include revising annual goals, adding or deleting related services, or adding or deleting major programming (e.g., adding speech services for a student already enrolled in a full-time special education program). Minor changes, such as adjusting short-term objectives, may be made by the teacher and supervisor without a conference to insure that appropriate educational opportunities are not unduly delayed.

Annual Review of IEP

Documents Needed:

1. Request for Parent Participation in IEP Changes (Gold Pages)
2. IEP Plan (Yellow Pages)

OR

1. Due Process Notice (Blue Pages)

2. IEP Plan (Yellow Pages)

At least once a year, the IEP must be reviewed. The parent, guardian or surrogate parent and, when appropriate, the student must be invited to participate in planning the student's IEP. If the IEP review follows a re-evaluation, or if a new placement is described in the proposed IEP plan, then the LEA must initiate due process procedures.

V. FORMATS AND FORMS

1. Request for Permission to Evaluate (White Pages).
2. Notification That the Student Is Not Exceptional (Pink Pages).
3. Due Process Notice (Blue Pages).
4. IEP Plan (Yellow Pages).
5. Program Planning Conference Response (Green Pages).
6. Request for Parent Participation in IEP Changes (Gold Pages).

We suggest that LEAs use their own letterheads to prepare these letters. The content of each must be included, but the LEA may design its own format. (The blue Due Process Form, however, must be used in the format given here.)

REQUEST FOR PERMISSION TO EVALUATE

In this letter, a listing of the types of tests and evaluation procedures, rather than the names of specific tests will give the student, parent, guardian, or surrogate parent better information about the purposes of the proposed testing, and should enable evaluators to select specific tests in light of the student's performances on earlier tests and other information.

In the section headed Type of Test/Procedures, specify the primary intent of each part of the planned evaluation (e.g., measures of general intellectual functioning; measures of reading comprehension and word recognition; measures of general self-care skills) and the dates for which such evaluation is planned. If this letter is mailed, a stamped return envelope, addressed to the responsible school official, should be included.

REQUEST FOR PERMISSION TO EVALUATE

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation (if the letter is typed on letterhead paper, this block may not be necessary).

Dear _____:

Complete name of student, parent, guardian, or surrogate parent

_____ would like to provide an evaluation for

School district

_____ to assure that he/she has an appropriate education

Student's complete name

program.

The student has been referred for evaluation for the following reasons: _____

_____.

Our plan for evaluation includes:

Type of Test/Procedure	**Proposed Date of Evaluation**
_____	_____
_____	_____
_____	_____

You have the right to see and study all the information in the student's school record. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with the evaluator(s) to discuss the recommended referral and/or the evaluation procedures. To obtain the student's records or to arrange a conference, you may call _____.

Specify staff member, phone number and hours during the day when he/she can be reached

If this evaluation shows that the student is eligible for special education programs and services, we will ask for your assistance in preparing an individualized education program.

You may already have enough information to reach a decision about the evaluation without reviewing the student's records or requesting a conference. If this is the case, please indicate your decision by signing in the appropriate space below.

If you agree to an evaluation as outlined above, please sign here:

_____

Signature of student, parent, guardian or surrogate parent

_____

Date

_____

Signature of parent, guardian, or surrogate parent

_____

Date

If you do NOT agree to an evaluation, as outlined above, at this time, please sign here. We will contact you to arrange a personal conference as soon as possible. You also have the right to request a hearing concerning this proposed evaluation.

_____

Signature of student, parent, guardian or surrogate parent

_____

Date

_____

Signature of parent, guardian, or surrogate parent

_____

Date

Please return this letter in the enclosed envelope within 10 days of receipt. Thank you for your cooperation.

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation (if the letter is typed on letterhead paper, this block may not be necessary).

Dear _____:

Complete name of student, parent, guardian, or surrogate parent

_____ has provided an evaluation for _____

School district *Student's*

_____ to assure that he/she has an appropriate educational program.

complete name

Review of the evaluation results indicate that _____

Student's complete name

is not an exceptional student and is not in need of special programs and services.

You have the right to review all data collected on this student. You may request a program planning conference to discuss the evaluation findings and the student's program needs. If, after the program planning conference, you are not satisfied with the results, and you still feel that the student is exceptional, you will be given the opportunity to request a hearing.

To obtain the student's records, or to arrange a conference, you may call:

_____

Specify staff member, phone number and hours during the day when he/she can be reached

_____

Signature of Superintendent

DUE PROCESS NOTICE

Description

This notice is to be used to invite the student, parent, guardian or surrogate parent to participate in a program planning conference where both educational assignment and the content of the individualized education program plan are to be discussed. The due process notice is a required form.

Directions

Students, parents, guardians or surrogate parents are to indicate, on the first page, if they desire a program planning conference. On the second page, the educational environment recommended for the student is to be indicated. The rights of the parent, guardian or surrogate parent and student are described on the second, third and fourth pages.

The information on these pages has been compiled from Pennsylvania State Board regulations. The last page provides information to help students, parents, guardians or surrogate parents seek legal assistance or services from mental health and mental retardation centers, as well as other agencies.

This notice will always be accompanied by a proposed IEP plan. Local education agencies should enclose a stamped return envelope addressed to the responsible school official when mailing the due process notice and proposed IEP plan. If the notice and proposed IEP plan are sent to the student, parent, guardian or surrogate parent, they should be mailed via certified mail.

DUE PROCESS NOTICE

Name and Address of Student, Parent, Guardian or Surrogate Parent:

_____

_____

_____

_____

Date

Dear _____

This is your official notice of the recommended educational assignment and suggested program content for

_____

Name of Student and Present Educational Status

You are encouraged to participate with school personnel in a program planning conference to discuss this assignment and the recommended program content. Even if you agree with the proposed individualized education program plan (attached), your participation is desired so that you may be fully informed concerning the proposed program and placement. If you disagree with the outcome of this conference, you may request a hearing.

If you wish to participate in a program planning conference, sign and indicate this below; then return this page to the address below within 10 days if you received the notice by certified mail, or within 5 days if the notice was given to you at a conference.

If you do not return this notice within the time specified above, you waive the right to a program planning conference and hearing at this time.

For further information contact:

_____

_____

_____

Local School District and Responsible Official

_____

Signature of School District Superintendent

( ) I wish to request a program planning conference to discuss the educational assignment and program content proposed for the student.

( ) I do not wish to participate in a program planning conference. I accept the proposed placement and IEP plan for a period of one year.

_____ _____

Date *Signature of Parent, Guardian or Surrogate Parent*

_____ _____

Date *Signature of Parent or Guardian*

_____ _____

Date *Signature of Student*

Following is the recommended educational assignment for the student:

( ) 1. Regular class (24 Purdon's Statutes §5-501)

( ) 2. Regular class in a regular school with supporting services (24 Purdon's Statutes §13-1372(2))

( ) 3. A school district special education program in a regular school (24 Purdon's Statutes §13-1372(3))

( ) 4. A school district special education program in a special facility (24 Purdon's Statutes §§13-1372(3))

( ) 5. An intermediate unit program in a regular school (24 Purdon's Statutes §13-1372(4))

( ) 6. An intermediate unit program in a special facility (24 Purdon's Statutes §13-1372(4))

( ) 7. An approved private school program (24 Purdon's Statutes §13-1372)

( ) 8. A state school program (24 Purdon's Statutes §13-1372(5))

( ) 9. An approved out-of-state program (24 Purdon's Statutes §13-1372(5))

( ) 10. An intermediate unit program of instruction in the home (24 Purdon's Statutes §13-1372(3))

( ) 11. Other. Specify: _____

Educational assignments 2-10 are listed in priority order for handicapped, school-aged persons. This priority order shall be followed for the handicapped, except where deviation meets the needs of the student or the purpose of the regulations (22 Pa. Code 13.11(D)).

Educational assignments 2-6 above are listed in priority order for gifted and talented school aged persons.

If the student is mentally disabled, mentally retarded or emotionally disturbed, he/she is entitled, under the Pennsylvania Mental Health and Mental Retardation Act of 1966 and the Pennsylvania Mental Health Procedures Act of 1976, to the services of a local MH-MR center (name and address on page 4) for an independent medical, psychological and educational evaluation.

At any time you have the right to be represented by the person of your choice and to obtain an independent evaluation.

At any time you will be given reasonable access to all school district or intermediate unit records concerning the student, including all test results or reports upon which the recommendation may be based. This will be in accord with the Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records under 22 Pa. Code §12.33.

BEFORE THE RECOMMENDATION IS IMPLEMENTED, you have the right to request a PROGRAM PLANNING CONFERENCE. Following the PROGRAM PLANNING CONFERENCE, you have the right to request a HEARING before a designee of the Secretary of Education.

I. PROGRAM PLANNING CONFERENCE

1. The PROGRAM PLANNING CONFERENCE will be scheduled within 10 days of the date the school received your request and will be held no sooner than 15 days and no later than 30 days from receipt of the request.

2. You may request from the school district or intermediate unit a copy of the complete evaluation of the student. Such evaluation will be completed prior to the PROGRAM PLANNING CONFERENCE.

3. Prior to the PROGRAM PLANNING CONFERENCE, you may have an outside evaluation, at your own expense.

4. The chief school administrator or designee will chair the conference.

5. The PROGRAM PLANNING CONFERENCE will include but not be limited to: the parent(s), guardian(s) or surrogate parent; the teacher of the student; a supervisor of special education; a certified administrator or other professionals certified in special education whose training and experience is indicative of a leadership role in program planning; the student, if appropriate; and, if possible, the evaluator(s) and the guidance counselor. Any person the parent wishes to invite may attend. The school district will provide written evidence to support the appropriateness of the student's program by preparing a proposed individualized education program.

6. You may be represented by any person of your choice, including legal counsel.

7. At the PROGRAM PLANNING CONFERENCE, every attempt will be made to reach an agreement on an appropriate placement and program. You are encouraged to participate in planning the student's individualized education program at this conference.

FOLLOWING THE PROGRAM PLANNING CONFERENCE, YOU WILL BE GIVEN DOCUMENTATION OF THE CONFERENCE AND THE OPPORTUNITY TO REQUEST A HEARING.

II. HEARING

1. The HEARING will be conducted by an impartial hearing officer who is a designee of the Secretary of Education.

2. The HEARING will be scheduled within 10 days of the date the request was received and held no sooner than 15 days nor later than 30 days of the date your request for a HEARING is received by the Department of Education.

3. The HEARING will be held in your local school district or intermediate unit and in the evening, if you wish.

4. It will be an oral, personal HEARING, and it will be closed and private unless you specifically request an open HEARING.

5. You may be represented by any person of your choice, including legal counsel.

6. You may have an outside evaluation completed, at your own expense.

7. You have the right to present evidence, including expert medical, psychological and educational testimony.

8. You have the right to compel the attendance of any school official, employee or agent of a school district, intermediate unit or the Department of Education who may have evidence relevant to the recommendation, and to confront and cross examine.

9. A transcript of the HEARING will be made and will be available to you at the school district or intermediate unit office.

10. The decision of the hearing officer will be based solely on the evidence presented at the HEARING.

11. The decision will be made within 20 days of the HEARING. It will be in writing, and will contain findings of fact and conclusions of law. The decision will be sent to you by certified mail.

12. No change will be made in the student's educational assignment until a decision has been rendered by the hearing officer.

13. You may appeal the decision to the Secretary of Education. The appeal procedures will be attached to your copy of the decision.

You may be eligible for services provided by Mental Health and Mental Retardation. The local Base Service Unit is:

_____

_____ Phone: _____

The Pennsylvania Association for Retarded Citizens is available to assist you in pursuing the hearing. The PARC chapter nearest to you is:

_____

_____ Phone: _____

If you wish to be represented by a lawyer, but are unable to afford one, free legal services may be available to you from:

_____

_____ Phone: _____

The following agencies may also assist you. (Appropriate list of agencies with address, phone number, and type of student served to be provided by each intermediate unit.)

IEP PLAN

Directions:

1. Provide indicated identification information at the top of the first page.
2. Indicate the student's primary assignment(s) (e.g., regular education, learning disabled resource room, etc). *Speech and/or language (correction or remedial), hearing and vision, whether full-time or itinerant, are considered primary placements in Pennsylvania.* It is also possible that a student may have both a regular education and special education placement (e.g., regular education with part-time resource room assistance). Thus, a particular student may conceivably have more than one major educational assignment. Indicate the date that services are to be or have been initiated, the expected duration of these services and the necessary special media or materials not normally found in regular education (such as braille materials).
3. In the area designated Reason for Assignment, indicate in a short statement why the listed primary placement(s) is necessary.
4. List the additional services that the student will need, including but not limited to: audiological, psychological, physical education, physical therapy, occupational therapy, medical diagnostic services and transportation. Indicate the date that services are to be or have been initiated, the expected duration of these services, and the necessary media or materials not normally found in regular education.
5. List the date or dates on which the student's individualized education program will be reviewed (not more than one year from the present date).
6. Name the person who will be responsible for the maintenance and implementation of the individualized education program plan. (Usually the program supervisor).

On the second page (add extra pages as necessary), describe the student's present educational levels in appropriate curricular areas.

On the third page (add extra sheets for each annual goal):

1. Identify the instructional area.
2. Write the annual goal for the instructional area.
3. In column 1, list the short-term objectives that will be used in pursuing the goal.
4. In column 2, *if desired,* list the instructional methods, media and materials that will be used.
5. In column 3, list the materials, tests and/or evaluation procedures to be used in judging mastery of the objectives.
6. List the criteria for successful mastery of the objectives.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: _____ Grade/Program: _____

Birth Date: _____ Teacher(s): _____

Present Date: _____ School: _____

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
_____	_____	_____	_____
_____	_____	_____	_____

Reason for Assignment(s): _____

_____

_____

Services:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Dates for review and/or revision of the Individualized Education Program Plan: _____

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: _____

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement	Pre-Vocational Skills
Emotional Maturity	Vocational Skills
Self-Help Skills	Psychomotor Skills
Social Adaptation	Other:

Instructional Area:

Annual Goal:

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE

PROGRAM PLANNING CONFERENCE RESPONSE

The student, parent, guardian or surrogate parent is to indicate approval or disapproval of the student's educational assignment and individualized education program plan, using this format at the end of the first program planning conference, at the annual program planning conference and following major revisions of the IEP plan over the course of the academic year.

The student, parent, guardian or surrogate parent may sign this form at the time of the program planning conference or may sign and return it to the LEA by mail.

This form provides space for the teacher and the LEA representative to indicate their participation in the development of the IEP plan.

The student, parent, guardian or surrogate parent may also indicate a desire for a hearing to resolve disagreements about educational assignment or the individualized education program plan.

When requesting a hearing the student, parent, guardian or surrogate parent should indicate whether they desire a public or private hearing.

If the approval/hearing response format is mailed to the student, parent, guardian or surrogate parent, local education agencies should enclose a stamped return envelope addressed to the responsible school official.

PROGRAM PLANNING CONFERENCE RESPONSE

_____
Date

Dear _____

The following persons have participated in the educational program planning conference:

I. Program Planning Conference

	(Name)	(Date)
LEA Representative:	_____	_____
Teacher:	_____	_____
Other:	_____	_____
Other:	_____	_____
Other:	_____	_____
Student:	_____	_____
Parent, Guardian or Surrogate Parent:	_____	_____
Parent or Guardian:	_____	_____

II. Instructions

If you approve of the educational placement and program recommended for the student, please check the space provided for approval and sign your name. If revisions were made in the recommended assignment and program as a result of the conference, you will receive a written notice describing the revisions.

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, you may request a hearing to resolve any differences by checking the space provided for disapproval and signing your name. To request a hearing, you must send your request within 20 days of the date of the program planning conference. You must send in your request within 10 days if you received it by mail.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 20 days of the program planning conference, it will indicate that you approve of the educational placement and program that was discussed at the conference and any revisions which are attached. No response also indicates that you waive the right to a hearing at this time.

III. **Response**

Please check one and sign.

( ) I approve of the educational placement and the individualized education program which is recommended.

( ) I disapprove of the educational placement and/or the individualized education program which is recommended and request a hearing.

Date	*Signature of Student, Parent/Guardian or Surrogate Parent*
Date	*Signature of Parent/Guardian*

IV. **Open or Closed Hearings**

If you requested a hearing, you have the right to decide whether it will be open to the public or closed and private.

If the hearing is closed and private, then only you, the student (if appropriate), your representative(s), school officials, other witnesses, the hearing officer and the recorder will be present. When a hearing decision is made, it will only be released in an identifiable form to you and to those persons who must implement it.

If the hearing is open to the public, anyone may attend it. When a hearing decision is made, it may be released with the student's name and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public beyond the extent to which they appear in the decision.

Please check one and sign.

( ) I wish this student's hearing to be open to the public.

( ) I wish this student's hearing to be closed and private.

Date	*Signature of Student, Parent/Guardian or Surrogate Parent*
Date	*Signature of Parent/Guardian*

NOTE: Unless you indicate otherwise, the hearing will be a closed hearing.

REQUEST FOR PARENT PARTICIPATION IN IEP CHANGES

Directions:

The student, parent, guardian or surrogate parent is invited, in this letter, to participate in IEP plan revision when experience with the student over the course of the academic year indicates that major changes are necessary in the annual IEP plan. This format is also used when the IEP is being considered at an annual revision conference, provided that the revision is not the result of re-evaluation and does not involve a change in placement. The recipient is to indicate his/her desire to participate by signing and returning the enclosed form. Local education agencies should enclose a stamped return envelope addressed to the responsible school official.

The proposed revised IEP plan should be attached to this letter.

LETTER TO REQUEST
PARTICIPATION IN IEP PLAN CHANGES

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official sending this letter (if the letter is typed on letterhead paper, this block may not be necessary).

Dear _____ :
Student, parent, guardian or surrogate parent

We wish to make major revisions in _____ individualized education
Student's complete name

program plan and encourage you to join with educational personnel in a conference for this purpose. Even if you agree with the proposed individualized education program plan (attached), your participation is desired so that you may be fully informed concerning the proposed program and placement.

You, as the student, parent, guardian or surrogate parent, may waive your right to participate in revising this plan at this time by signing below. Your failure to respond to this letter within 10 days will indicate a waiver of your right to participate in IEP planning.

_____
Individualized education program planner

I would like to participate in revising the student's individualized education program. I can be reached at the following telephone number:

Phone Number: _____

Time of Day: _____

Phone Number: _____

Time of Day: _____

or at the following address:

_____

_____

_____
Signature of student, parent, guardian or surrogate parent *Date*

_____
Signature of parent, guardian or surrogate parent *Date*

I do not desire to participate in the revision of the student's education program and accept the attached proposed revision.

_____
Signature of student, parent, guardian or surrogate parent *Date*

_____
Signature of parent, guardian or surrogate parent *Date*

40

APPENDIX A

Sample IEP Plans

Sample 1 - Regular Placement with Resource Room Assistance - Learning Disabled

Sample 2 - Self-Contained Class for Multiple Handicapped

Sample 3 - Regular Placement with Itinerant Assistance - Speech

Sample 4 - Self-Contained Class for Hearing Impaired

Sample 5 - Regular Placement with Itinerant Assistance - Visually Handicapped

Sample 6 - Regular Placement with Resource Room Assistance - Gifted

Sample 1

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Rachel Lawrence
Grade/Program: Grade 4
Birth Date: October 5, 1967
Teacher(s): Mrs. Matson
Present Date: February 1, 1977
School: Hope Elementary School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Regular Education 4th Grade and resource room	4-15-77	Until June, 1978	Talking books, tape recorder
attendance (3 times per week, 50 minutes each time.)			

Reason for Assignment(s): Rachel is working easily in all areas of the 4th grade, both socially and academically, except for her deficits in reading. The resource room, through on-going diagnostic-prescriptive procedures, will attempt to strengthen her reading skills sufficiently to enable her to remain in the regular class environment at least 50% of the time.

Services:

Bus Transportation	4-15-77	on-going	
Physical Education	4-15-77	on-going	

Dates for review and/or revision of the Individualized Education Program Plan: January 31, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: Building Principal - Mr. Bell

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Academic Achievement:

GENERAL ACHIEVEMENT TESTING:

Stanford Achievement Test

Word Meaning	2.1
Paragraph Meaning	2.4
Spelling	1.4
Word Study Skills	2.2
Arithmetic Computation Skills	4.6
Arithmetic Concepts	4.9
Social Studies	2.8
Science	2.9

READING AND LANGUAGE ARTS:

Daniel's Word Recognition List

Level	Untimed	Timed
PP	100%	100%
P	90%	95%
1	80%	90%
2	75%	75%
3	60%	65%

Houghton Mifflin Pupil Placement Inventory (Informal Reading Inventory)

Level	Oral	Silent	Average	Word Recognition in context
PP	100%	100%	100%	100%
1	100%	100%	100%	99%
2	90%	100%	95%	95%
3	75%	75%	75%	89%

Hearing Comprehension

4	85%
5	75%
6	70%

44

Botel Spelling Inventory

Level	Score
PP	85%
P	80%
1	75%
2	60%

Results of the Stanford Achievement Test indicated that Rachel is having no difficulties in math. Indeed, an informal math inventory revealed that Rachel had mastered the basic math computation skills. It was quite apparent, however, that word problems were very difficult for her. This was not because of the mathematical reasoning or computation skills required but because she was not able to read the words of the problem. Once they were read to her she could complete the problems with ease. The same thing occurred when the social studies and science sections of the Stanford Achievement Test were read to Rachel. Her scores went up to 5.2 in Social Studies and 5.8 in Science. The low scores in Word Meaning, Paragraph Meaning and Spelling, and Word Study Skills further demonstrated that Rachel's academic problems were primarily due to a reading problem. Additional testing was completed with the following results.

Rachel's reading evaluation indicates a youngster whose primary difficulty is in word recognition. Her sight vocabulary, her word analysis skills and her word recognition in context skills are all adequate at a 2nd reader level. Her comprehension, despite the difficulties she has reading words, is adequate at the 3rd reader level. In addition, when information is read to her (hearing comprehension), she is able to comprehend material as high as the 5th reader level.

An Informal Writing Sample revealed that Rachel has an excellent background of information to draw upon, good sentence structure, and imaginative writing, all of which are severely hampered by her difficulty in spelling (which is only adequate at a first reader level). In analyzing the errors in spelling and word recognition, the following strengths and weaknesses were revealed. Rachel knows all the consonants in both their initial and final positions. She is well aware of long vowels, but has difficulty with short vowels (hād/hăd). Consonant blends consisting of 2 letters present no problem to her no matter where they are located in a word. However, 3 letter blends (spr/str, etc.) are difficult for her. Rachel understands that a final silent "e" at the end of a word will make the vowel long and knows how to pronounce long vowels. However, the open syllable ("me") and the closed syllable ("met") concepts are not known to her, which further complicates her problems with short vowels. Of course, words with unusual spellings and words that do not follow any rules are quite confusing to her.

Results from some of the sub-tests on the Detroit Test of Learning Aptitude and the Gates Associative Learning Battery, indicate that Rachel has no difficulty making the associations necessary for word learning. In addition, she learns more easily when words are presented to her through more than one sensory channel (visual, auditory, and kinesthetic).

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will increase sight vocabulary.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will pronounce words containing open syllables.	1. As often as possible Rachel should be provided with the opportunity to learn words by seeing them, hearing them and by writing them all at the same time. This can be accomplished by having Rachel say the word she is learning to read, write and say its parts and say the word again after she has written it. (Visual, Auditory, Kinesthetic technique to word learning as developed by Grace Fernald).	1. Given 20 words (10 of which will be open syllables like "me", "I", "go", etc.) Rachel will select and write down the words that demonstrate the open syllable concept; will mark the vowel to indicate that it is pronounced with a long vowel sound and will pronounce the words to the teacher.	1. 90% accuracy on each task.
2. Rachel will pronounce words containing closed syllables.		2. Same as # 1, except that closed syllables will be used, selected, written, etc.	2. 90% accuracy on each task.
3. Rachel will pronounce words containing 3 letter consonant blends (spr, str, etc.) in the initial position.		3. Given a list of 20 words, Rachel will underline all the triple letter consonant blends and say the words containing these blends to the teacher.	3. 90% accuracy.

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will be able to spell words she is currently learning to read.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will spell words containing: a. open syllables b. closed syllables c. 3 letter consonant blends		1. Given weekly tests in which 5 words are dictated, Rachel will write the words. At the end of each month, she will be given 20 words to write.	1. 80% accuracy on 6 of the monthly tests.
2. Rachel will spell words of her own choosing that do not follow any phonic or spelling principles.		2. The above weekly test will contain 2 additional words of Rachel's choosing. Rachel will write these 2 variant spelling words at the end of each weekly list. At the end of each month, Rachel will be asked to spell five of these words on the monthly spelling test.	2. 80% accuracy on 6 of the monthly tests.

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will read 2 to 3 sentence math word problems in the regular 4th grade class.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will identify basic sight vocabulary used in beginning word problems.	1. Words selected from the math text book used by Rachel's 4th grade class.	1. Given a list of 25 commonly used words in beginning math word problems, Rachel will read these words orally.	1. 75% accuracy.
2. Rachel will read 2 sentence word problems.		2. Rachel will read 10 math word problems, 2 sentences in length.	2. 95% of the words contained in the problems are to be read accurately.
3. Rachel will read 3 sentence word problems.		3. Rachel will read 10 math word problems, 3 sentences in length.	3. 95% of the words contained in the problems are to be read accurately.

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will explain social studies concepts dealing with understanding the Pilgrims in America. These are the same concepts as those to be learned by her peers in the regular 4th grade class.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will explain: a. Why the Pilgrims came to America. b. What problems they encountered getting here. c. What problems they had establishing themselves in the various colonies. d. How problems were solved in each of the colonies.	1. The following choices of methods and materials are to be used to accomplish this goal: a. Teacher prepared materials on the same topics as her peers but adapted for Rachel's use. b. Easier textbooks and other commercially prepared materials using an easier text, but on the same topics. c. Talking books. d. Taping the appropriate sections of the regular 4th grade social studies text book for Rachel to listen to in order to obtain the necessary information. (Rachel can comprehend material read to her as high as a 5th reader level.)	1. Rachel can take the same tests the other children take except that they must be: a. Read to her; or, b. Put on tape for her; or c. Written on an easier level for her.	1. The criteria can be the same for the rest of the children, provided that she: a. Tell her responses to the teacher; or b. Tape her responses on the tape recorder; or c. Write her responses, given additional time to do so. (Spelling is not to be counted.)

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will observe and record data as related to the scientific method.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will read words in the science experiments.	1. SAPA - Modules # 33, 40, 46	1. Given a list of 25 words used in the science experiments Rachel will be required to do, Rachel will read these words orally.	1. 75% accuracy.
2. Rachel will record the data she observes.	2. SAPA - Modules # 33, 40, 46	2. Using correct spelling, Rachel will record the data she observes.	2. 75% accuracy.

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Sample 2

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Sue Ellen Marks
Grade/Program: Multiple Handicapped (I.U.)
Birth Date: May 31, 1969
Teacher(s): Joseph Beam
Present Date: October 27, 1977
School: Bicentennial School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Intermediate Unit Self-contained Class for Multiple Handicapped	11-15-77	On-going-subject to re-evaluation	School environment must accomodate students with mobility handicaps (ramps, walking bars, modified tables).
Consultative Speech Services	11-15-77	On-going	

Reason for Assignment(s): Sue Ellen functions in the range of the severely and profoundly impaired and has physical handicaps.

Services:

Bus Transportation	11-15-77	On-going.	Vehicle must accomodate wheelchair.
Physical Therapy	11-15-77	On-going.	
Adaptive Physical Education	11-15-77	On-going.	

Dates for review and/or revision of the Individualized Education Program Plan: October 1, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: I.U. Supervisor of Multiple Handicapped: Joseph Beam

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Self-Help Skills:

DRESSING: Sue Ellen needs physical aid and prompting in attempting to take off and put on her coat, and front opening shirt or blouse. She is not able to perform any of the tasks involved independently. Sue Ellen is able to pull elasticized pants down to the thighs when given verbal prompts.

Psychomotor Skills:

GROSS MOTOR: (Physical Therapy): Sue Ellen is able to sit unaided and can crawl using her hands and feet. On occasion, she has been able to pull herself to a standing position and remain, with support, for up to three minutes.

FINE MOTOR: Sue Ellen is able to use her hands in a coordinated manner, can perform a pincer grasp and demonstrates eye-hand coordination while using grasp movements. She cannot trace shapes made with a magic marker without physical prompts. She traced within horizontal and vertical 1" paths, dot to dot, on one out of 5 trials without physical prompts. When tracing cut-out stencils, she could not perform the task with one continuous motion and made many extraneous lines across the middle of the shape.

Communication Skills:

RECEPTIVE LANGUAGE: Sue Ellen attends to verbal stimuli. She has a receptive language age of 2 years, 4 months. She can carry out a two-step oral commission with real objects. Sue Ellen demonstrated a knowledge of 12 out of 27 pairs of adjectives or relationship concepts.

EXPRESSIVE LANGUAGE: Sue Ellen is able to imitate, in isolation, all consonant and vowel sounds except "th". She named 9 out of 10 common objects in the Emerging Language Program (ball, car, doll, dog, cat, truck, airplane, boy, girl, cow). Imitative responses to the question "What is this?" consisted of the pivot plus noun (i.e. a ball, big car). She uses 1 and 2 word phrases in spontaneous speech.

Academic Achievement:

READINESS (Quantities): Sue Ellen is able to give the trainer 1 or 2 objects on verbal command.

Adaptive Physical Education:

Since Sue Ellen is receiving physical therapy, the adaptive physical education teacher decided to prepare Sue Ellen for recreational and leisure time activities. Taking advantage of the fact that Sue Ellen can sit unaided, is able to use her hands in a coordinated manner, can perform a pincer grasp, has demonstrated eye-hand coordination --- while using grasp movements, it was decided that she is a good candidate to begin learning necessary skills for wheelchair basketball.

Instructional Area: Self-Help Skills: Dressing

Annual Goal: Sue Ellen will take off and put on a coat or front opening shirt or blouse without assistance.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will independently complete all tasks necessary to put on front opening clothing.	1. Article of clothing Mirror	1. Performance on specific tasks: child must independently: a) Put right arm in right sleeve b) Put left arm in left sleeve c) Adjust clothing to fit around neck and shoulders d) Fasten clothing	1. When given the clothing and told to put it on, the child will complete the activity with no assistance or prompting in three out of three trials.
2. Sue Ellen will independently complete all tasks necessary to remove front opening clothing.	2. Article of clothing Mirror	2. Performance on specific tasks: a) Unfasten clothing b) Pull clothing off shoulder c) Remove first arm from first sleeve d) Remove second arm from second sleeve	2. When told to take off the article of clothing, the child will complete the activity with no assistance or prompting in three out of three trials.

Instructional Area: Psychomotor Skills: Gross Motor (Physical Therapy)

Annual Goal: Sue Ellen will walk using an alternate gait with assistance.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will be able to stand independently at the rail.		1. Performance on task	1. Child will stand unassisted for three minutes on three consecutive trials.
2. Sue Ellen will be able to lift one foot and support full weight on the other foot when standing at rail.		2. Performance on task	2. Child will be able to support full weight on one foot (right or left) for 15 seconds on three consecutive trials.
3. When standing at the rail, Sue Ellen will be able to side-step to both sides.		3. Performance on task	3. Child will demonstrate side-step to left and to right on three out of three trials.
4. With hands held, Sue Ellen will be able to reciprocally lift foot foot and support weight on other.		4. Performance on task	4. Child will demonstrate reciprocal balance and weight support for 30 seconds on three out of three consecutive trials.

Instructional Area: **Psychomotor Skills: Fine Motor**

Annual Goal: **Sue Ellen will acquire pre-requisite skills necessary for handwriting.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will be able to draw a verticle line within a defined space.	1. One-inch spaced, lined primary paper, primary pencil.	1. Given the visual cue of two parallel horizontal lines and the verbal command "make lines down" child makes verticle lines between them.	1. Child will perform tasks without verbal or physical assistance with 80% accuracy on five consecutive trials.
2. Sue Ellen will be able to draw a horizontal line within a defined space.		2. Given visual cues of two dots placed on paper, and the verbal command "make a line across", the child makes a horizontal line between them.	2. Child will perform the task without verbal or physical assistance with 80% accuracy on five consecutive trials.
3. Sue Ellen will be able to draw a closed circle within a defined space.		3. Given a model of a circle, the child will copy the circle.	3. Child will perform the task without verbal or physical assistance with 80% accuracy on five consecutive trials.

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Instructional Area: **Communication Skills: Receptive Language**

Annual Goal: **Sue Ellen will learn new relationships and concepts.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will identify the following relationships or concepts: short - tall front - back inside - outside all - some push - pull between - middle some - more more - less top - bottom push - pull		1. Given objects and people as required to represent the relationship, the child will 1) identify the item, 2) manipulate the objects or 3) follow a direction as requested by the trainer.	1. For each relationship, the child must perform the task three consecutive times with 100% accuracy.
2. Sue Ellen will identify categories.		2. Given 10 pictures of common objects and asked to "Show me something to eat, drink, wear, ride in, play with", Sue Ellen will point to an appropriate picture.	2. Asked 10 such questions, she will respond with 80% accuracy on 3 consecutive trials.

Instructional Area: **Communication Skills: Expressive Language**

Annual Goal: **Sue Ellen will use complex grammar.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will increase her production of 3 (4,5) word phrases in 1 to 1 setting with teacher.	1. Emerging Language (Hatten, Goman, Lent)	1. Assessment on objectives 34 - 44 in Emerging Language.	1. Successful completion of each objective at 90% accuracy.
2. Sue Ellen will increase her production of 3 (4,5) word phrases in spontaneous expressions of speech.		2. A systematic observation of spontaneous utterance during 5, 20 minute time samples.	2. An average phrase length of 3 words in patterned arrangement.

Instructional Area: Academic Achievement: Readiness (Quantities)

Annual Goal: Sue Ellen will identify quantities, 1 - 10.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will count and identify the following quantities in random order: a) 1, 2 b) 1, 2 and 3 c) 1, 2, 3 and 4 d) 1, 2, 3, 4 and 5 e) 1, 2, 3, 4, 5 and 6 f) 1, 2, 3, 4, 5, 6 and 7 g) 1, 2, 3, 4, 5, 6, 7 and 8 h) 1, 2, 3, 4, 5, 6, 7, 8 and 9 i) 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10		1. Given groups of objects to choose from and the command "give me – and a verbal numeral 1 – 10, (In random order)," the child will place the correct quantity in a box.	1. For each numerical quantity, the child must perform the tests with 100% accuracy on three consecutive trials.
2. Sue Ellen will orally count 1 – 10.		2. While performing task 1 (a - i), the child will label the object with the appropriate numeral.	2. For each numerical quantity, the child must perform the test with 100% accuracy on three consecutive trials.

Instructional Area: Psychomotor Skills: Adaptive Physical Education

Annual Goal: Sue Ellen will throw and catch a large, light ball (basketball size).

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will throw a large, light ball (basketball size) to teacher who is standing 3 feet away.	1. Large, light ball (basketball size)	1. Direct observation of child's performance on task.	1. 80% accuracy on 10 consecutive trials.
2. Sue Ellen will catch ball thrown by teacher who is standing 3 feet away.	2. Large, light ball (basketball size)	2. Direct observation of child's performance on task.	2. Child will catch ball thrown by by teacher standing 3 feet away with 80% accuracy on 10 consecutive trials.

Sample 3

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Terry Goodman
Grade/Program: 2
Birth Date: January 10, 1970
Teacher(s): Mrs. Child
Present Date: October 7, 1977
School: Applegate Elementary

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media Or Materials
Regular education	9-10-77	On-going	
Itinerant speech and language program	11-1-77	3-8-79	

Reason for Assignment(s): Articulation problem --- tongue thrust on /s/ and /z/

Services:

Regular Physical Education	9-10-77	On-going	

Dates for review and/or revision of the Individualized Education Program Plan: May 1, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan:

Mr. Eugene Match, Speech and Language Supervisor

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Terry Goodman was identified in the Fall, 1976 screening program as having an articulation problem involving the /s/ sound and /z/ sound.

The following tests were administered:

McDONALD SCREENING DEEP TEST - 10-3-77

Sounds tested:	s	l	r	ch	th	sh	k	f	t
% correct responses:	0	100	80	100	90	100	100	100	100

McDONALD DEEP TEST OF ARTICULATION - 10-3-77

Sounds tested:	s	z
% correct responses:	12%	0%

During conversational speech, no /s/ or /z/ sounds were judged to be correct. All /s/ and /z/ sounds were produced interdentally (tongue-tip between teeth). Terry was able to make correct /s/ and /z/ sounds through auditory stimulation and approximation placement techniques.

An oral peripheral examination revealed a high narrow palate. Although the movement patterns of the tongue for speech were slow, structures and functions appeared adequate for speech.

BOSTON UNIVERSITY SPEECH SOUND DISCRIMINATION TEST - 10-3-77

% correct responses: 67%

Terry reportedly passed the screen hearing test in September, 1976.

Instructional Area: Speech and Language (Articulation)

Annual Goal: The child will use correct articulation of both the /s/ and /z/ sound in normal conversational speech in school and at home.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Terry will auditorially identify and discriminate the correct consonant sounds from incorrect sounds as presented by the clinician in conversational speech.		1. The child will identify productions of the /s/ or /z/ sounds in the clinician's conversational speech by clapping each time the sound is produced correctly.	1. 90% correct in five minutes of talking.
2. Terry will correctly pronounce the /s/ and /z/ sound in words.	2. 80 pictures containing the error sound in initial, medial and final position of words plus blends.	2. The child will name the 80 pictures containing the /s/ or /z/ sound.	2. 90% correct productions of /s/ and /z/ sounds as judged by the clinician.
3. Terry will correctly use the /s/ and /z/ sound in reading.	3. Graded reading materials appropriate for child's level of reading skill.	3. The child will read aloud for five minutes pronouncing /s/ and /z/ sounds correctly.	3. Three consecutive therapy sessions with 90% correct production of /s/ and /z/ sounds as judged by the clinician.
4. Terry will use the /s/ and /z/ sounds correctly in structured conversation in the therapy room.	4. Story stimulation pictures, Stopwatch	4. The child will talk for ten minutes pronouncing all /s/ and /z/ sounds orally.	4. Three consecutive therapy sessions 90% correct use of /s/ and /z/ sounds as judged by the clinician.
5. Terry will use the /s/ and /z/ sounds correctly in unstructured conversation in the therapy room and other areas of the school building.		5. Ten minutes of talking time in various rooms of school building pronouncing all /s/ and /z/ sounds orally.	5. Three consecutive therapy sessions with 90% correct use of /s/ and /z/ sounds as judged by the clinician.

Sample 4

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Andrew Roberts
Birth Date: July 27, 1966
Present Date: October 15, 1977
Grade/Program: Intermediate Level - Class for the Hearing Impaired (I.U.)
Teacher(s): Ellen Robinson
School: Springside Elementary School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Intermediate Unit Class for the Hearing Impaired	10-17-77	On-going (subject to reevaluation)	

Reason for Assignment(s): Andrew is profoundly deaf and cannot function in a regular class placement.

Services:

Bus Transportation	10-27-77	On-going	
Hearing Therapy	10-27-77	On-going	
Regular Physical Education	10-27-77	On-going	

Dates for review and/or revision of the Individualized Education Program Plan: October 1, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: I.U. Supervisor of Classes for the Hearing Impaired: Ellen Robinson

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement	Pre-Vocational Skills
Emotional Maturity	Vocational Skills
Self-Help Skills	Psychomotor Skills
Social Adaptation	Other:

Academic Achievement:

INSTRUCTIONAL AREA: READING

Daniel's Word Recognition Test

Level	Flash Presentation	Untimed Presentation
PP	100%	100%
P	100%	100%
1	100%	100%
2	80%	85%
3	75%	75%
4	50%	50%

Houghton Mifflin Pupil Placement Inventory

Level	Oral Reading Comprehension	Silent Reading Comprehension	Average	Word Recognition In Context	Hearing Comprehension
1	100%	100%	100%	98%	
2	80%	100%	95%	98%	75%
3	70%	80%	75%	95%	75%
4	50%	60%	55%	85%	50%

Results of Daniel's Word Recognition Test indicated that Andrew's sight vocabulary and word analysis skills are both adequate at a 3rd reader level. The fact that his word analysis skills are not adequate at a higher level than his sight vocabulary is due to his hearing impairment. His hearing impairment makes it difficult for him to use auditory discrimination and phonics skills to unlock new words. However, performance with word recognition in context from the Houghton Mifflin Pupil Placement Inventory indicated that Andrew used context clues and configuration clues quite well through a 3rd reader level. He also has a good background of information which he calls upon frequently to aid him in recognizing words and understanding what he reads. His comprehension skills were adequate at a 3rd reader level. He needs help with determining the main idea; separating the main idea from the supporting details and vocabulary. His inferential thinking is quite good, as is his ability to determine the sequence of events within a story.

MATHEMATICS: Performance on an informal mathematics inventory shows that Andrew can add three or more numbers and can subtract numbers requiring no renaming. He is able to rename a number involving ones, tens, and hundreds. Andrew cannot multiply or divide. He is able to recognize and describe simple geometric shapes such as a circle, triangle, square and cube.

LANGUAGE: Language samples indicate that Andrew's basic sentence structures are usually correct. He is able to use sentences which include following structures:

N + V + N + N (indirect object) (e.g., Mother gave Mary some cookies.)
1 3 2

N + V + Where + When (e.g., We went to the store yesterday.)
1

Compound predicate (The boys ate hot dogs and drank cokes.)

Andrew needs to include more verbs and adverbs in his language use.

SCIENCE AND SOCIAL STUDIES: Andrew is able to participate in modified science and social studies programs at the 6th grade level.

SOCIAL ADJUSTMENTS: Andrew is somewhat withdrawn in group situations and needs to be encouraged to contribute to class discussions. Often, he fails to pay attention to what is being said. He reports that sometimes he does not understand the conversation, but is afraid to say so and have it repeated. (This assessment summarizes a discussion between Andrew and his teacher related to how Andrew behaves in group situations.)

HEARING THERAPY: Andrew has a moderate bilateral sensori-neural hearing impairment. Auditory discrimination for speech was 52% for the right ear and 68% for the left ear. With his Norelco ear level hearing aid worn in his left ear, an aided speech reception threshold of 14 db H.L. was obtained and auditory discrimination for speech was 80%. With the addition of lipreading, discrimination ability improved to 96%. On the Carrow Elicited Language Inventory administered in June, 1976, Andrew's language level was equivalent to a 7 year old.

Instructional Area: Reading

Annual Goal: Andrew will increase his reading vocabulary.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will recognize word patterns.	1. Merrill Linguistic Readers, Book III is recommended because it is a linguistic approach that will capitalize on Andrew's visual skills.	1. Given 3 randomly selected lists of 20 words, each taken from the reader, Andrew will read them orally.	1. 75% accuracy on each of the 3 lists.
2. Andrew will identify, read, and relate the meanings of the following prefixes and suffixes: Prefixes / Suffixes a - un - / - full ex - / - less be - / - ness dis - / - ty		2. Andrew will be given words containing these prefixes and suffixes, on in each of 20 sentences, to read. He will identify the prefix or the suffix by writing the word on a separate piece of paper and underlining the prefix or suffix. He will then indicate the meaning of the prefix or the suffix.	2. 80% accuracy.
3. Andrew will identify root words and determine how their meanings change when a prefix or suffix is added.		3. Using the 20 sentences from # 2, Andrew will write the root word and its meaning. He will then add a prefix or suffix to each and write the new meaning of the word.	3. 80% accuracy.

Instructional Area: Reading

Annual Goal: Andrew will increase his comprehension of printed material that is read to him as well as printed material he reads for himself.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will state or write the main idea of a story.		1. Given 5 stories to read, varying in length from 1 paragraph to 3 and varying in content, Andrew will select and write the main idea.	1. 80% accuracy.
		Given 5 stories told to him by his teacher, varying in length from 1 paragraph to 3 and varying in content, Andrew will tell the teacher the main idea.	80% accuracy.
2. Andrew will state or write the specific details that support a story's main idea.		2. Given the above 10 stories (5 he reads, 5 are read to him), Andrew will write the supporting details for each main idea he selected for each of the above stories.	2. 80% accuracy.
3. Andrew will write the meanings of words selected from the stories he reads or listens to.		3. Given 20 words selected from the above 10 stories, Andrew will demonstrate knowledge of their meanings by writing their definitions.	3. 80% accuracy.

Instructional Area: Mathematics

Annual Goal: Andrew will master mathematics skills at the 3rd grade level.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will add numbers involving two renamings.	1. Mathematics Around Us, Book 3, Scott, Foresman.	1. Andrew will compute 20 addition problems requiring two renamings.	1. 85% accuracy.
2. Andrew will subtract bumbers involving two renamings.		2. Andrew will compute 20 subtraction problems requiring two renamings.	2. 85% accuracy.
3. Andrew will multiply and divide through products of 81.		3. Andrew will complete a fact sheet containing 50 multiplication and division facts with products through 81.	3. 85% accuracy.
4. Andrew will multiply two digit numbers by one digit numbers.		4. Appropriate mastery test included in Mathematics Around Us Book 3 - Scott Foresman.	4. 85% accuracy.
5. Andrew will divide numbers by two digit divisors.		5. Appropriate mastery test included in Mathematics Around Us Book 3 - Scott Foresman.	5. 85% accuracy.

Instructional Area: Language

Annual Goal: Andrew will incorporate new vocabulary and language principles into both oral and wirtten language.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will use the following sentence structures: a. compound sentences b. direct discourse c. indirect discourse 2. Andrew will use the following verb forms: a. present tense b. negative present tense c. regular verbs - past tense d. irregular verbs - past tense e. negative past f. negative future 3. Andrew will use the following noun forms: a. regular plurals b. synonyms and antonyms c. collective nouns d. partitives e. possessives		Objectives 1 - 6 Samples of Andrew's written and oral language will be collected three times during the school year: November, February, and May. Each oral language sample will consist of 20 minute recordings of Andrew's spontaneous speech during a classroom activity not related to the language program. Each written language sample will consist of a composition written by Andrew to describe a pictured activity. Written and oral language samples will be analyzed to see if Andrew adopts and consistently uses the new language structures and forms identified in objectives 1 - 6. The teacher will record both the language structures and forms used and the number of times each was included in each language sample.	1. Successful performance will be indicated by a 50% increase between the first and third samples in the number of new forms and structures used and the consistency of their use.

Instructional Area: Language (continued)

Annual Goal: Andrew will incorporate new vocabulary and language principles into both oral and written language (continued).

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
4. Andrew will use adverbs: a. to answer how often b. of manner c. of degree 5. Andrew will use the following types of pronouns: a. personal pronouns b. demonstrative pronouns c. possessive pronouns 6. Andrew will use the comparative and superlative forms of adjectives. 7. Andrew will write an original composition which includes more than four sentences.		7. The three written language samples used to evaluate objectives 1 - 6 will be used to determine the length of Andrew's compositions.	7. A composition of more than four sentences.

Instructional Area: Science

Annual Goal: Andrew will use the scientific method.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will define problem operationally.	1. Science: A Process Approach (SAPA) Modules # 64, 69, 74.	1. Given a problem, Andrew will restate it in a format which allows for application of the scientific method.	1. Acceptable performance on the four objectives (as judged by teacher) on a novel SAPA module.
2. Andrew will formulate hypotheses.	2. SAPA - Modules # 70, 73.	2. Given an operationally defined problem, Andrew will write hypotheses.	
3. Andrew will observe and record data.	3. SAPA - Modules # 33, 40, 46.	3. Given experiments related to specified hypotheses, Andrew will observe and record data.	
4. Andrew will interpret data and draw conclusions.	4. SAPA - Modules # 63, 65, 67.	4. Given records of observed data, Andrew will interpret and draw conclusion based on the data.	

Instructional Area: Social Studies

Annual Goal: Andrew will read maps for information.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will select the appropriate kind of map from a number of specialized maps to answer given questions.		1. Given 10 geographic questions, Andrew will select the appropriate map (rainfall, relief, road, political, topographical), to answer the question.	1. 80% accuracy.
2. Andrew will interpret the signs and symbols on a map to answer a given question.		2. Andrew will interpret the signs and symbols on a map by answering the 10 geographic questions.	2. 80% accuracy.
3. Andrew will locate positions on a map given their latitude and longitude.		3. Given 10 positions identified only by their latitude and longitude, Andrew will locate the corresponding positions on a map.	3. 80% accuracy.
4. Andrew will explain how climate and geographical features influence the way of life of given locations.		4. Given 10 locations, Andrew will explain orally 5 likely influences of climate and geography on that region.	4. 80% accuracy.
5. Andrew will solve problems requiring application of knowledge of time zones.		5. Andrew will solve 10 word problems requiring the application of knowledge of time zones.	5. 80% accuracy.

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Instructional Area: Social Adjustment

Annual Goal: Andrew will become a contributing member of a group discussion.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
The following objectives were selected by the student and will be put into a student contract for social behavior.		The teacher will observe behavior in group discussion (monthly). Andrew will fill in the information on charts to see his own progress.	
1. In a group discussion, Andrew will listen to the speaker.		1. Systematic observation of the number of minutes during a 5 minute period of a group discussion that Andrew looks at the speaker.	1. 50% increase over the course of the year.
2. Andrew will tell the speaker when he does not understand and ask him to repeat what has been said.		2. Systematic observation of the number of times during 20 minutes of group discussion that Andrew ask that information be repeated.	2. 50% increase over the course of the year.
3. When Andrew knows an answer or has an idea that he wants the group to hear, he will raise his hand.		3. Systematic observation of the number of times during 20 minutes of group discussion that Andrew raises his hand to volunteer and ask.	3. 50% increase over the course of the year.

Instructional Area: Hearing Therapy

Annual Goal: Andrew will develop his use of residual hearing.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. **Auditory Skills:** Andrew will be able to extract information from the acoustic message when confined to one meaningful topic, in quiet, from a distance of 7 feet.		1. Using 10 statements and/or questions with known vocabulary and syntax, Andrew will be asked to respond to them.	1. 9 out of 10 correct on 3 consecutive trials.
2. **Hearing Aid:** Andrew will care for his hearing aid daily, including a listening check.		2. Random checks will be made, twice per month, to see if Andrew is consistently caring for his hearing aid.	2. Successful performance in 6 consecutive checks.

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Sample 5

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: David Brown
Grade/Program: 6
Birth Date: October 22, 1964
Teacher(s): Mrs. Jones
Present Date: October 1, 1976
School: JR – Elem.

Primary Assignment(s)	Date Started	Expected Duration of Services	Special Media or Materials
Reg. Class w/itinerant Vision Services 5X per week	10-1-76	Until Graduation	Braille, Tape, and Tangible Aids/
			Apparatus, Optacon

Reason for Assignment(s): Visual acuity (R: NIL, L: LP) falls w/in range of educational blindness

Services:

Orientation and Mobility - 3 hours per week	10-1-76	Until Graduation	Cane
Bus Transportation	9-8-76	Until Graduation	
Reader Service - 5 hours per week	10-1-76	6-15-77	
Helper Service - 2 hours per week	10-1-76	6-15-77	
Adaptive Physical Education	10-1-76	6-15-77	

Dates for review and/or revision of the Individualized Education Program Plan: 9-30-77

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: Itinerant Vision Consultant and Orientation and Mobility Specialist, Michael Lang

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Self-Help Skills:

David's self-help skills are presently at an adequate level for a person his age. He is able to function satisfactorily in the cafeteria. His grooming skills are appropriate. Skills yet to be established in this area are choosing appropriate color combinations of clothing, and organizing his possessions in a meaningful way so that he can find them when needed.

Social Adaptations:

David is generally well-accepted by his peers in the classroom. He does, on occasion, have problems adapting to behaviors and reactions of other individuals with whom he comes in contact. David will require assistance in becoming better able to cope with the attitudes and beliefs of other individuals.

Other:

ADAPTIVE PHYSICAL EDUCATION: The adaptive physical education teacher is attempting to prepare David for self-initiated recreational and leisure time activity. Because of David's blindness he is generally inactive and does not engage in physical activities unless specifically directed to do so. Therefore, activities will include using the body appropriately and exercising various muscles that are not normally used because of his inactivity.

OPTACON: David currently can free track a series of 25 words with 75% accuracy. Further, he is able to read sentences without the use of a tracking aid with 80% accuracy. He is not able to read sentences in paragraph form. Also, he is only able to recognize one style of print.

MOBILITY: David is familiar with cane techniques and correct execution of these techniques; he consistently, however, omits using them. He also has knowledge of maintaining orientation so that he can efficiently reverse a route with complete accuracy. David has a problem in the home environment in that to get anywhere from his home it is necessary for him to cross a street at a traffic light controlled intersection. He currently has a rudimentary concept of crossing with the green light, aided by traffic sounds, but is unable to utilize this type of crossing without parental assistance.

TYPING: David presently types orally administered sentences at three to five words per minute with 80% accuracy. Further, he is not able to type sentences from braille.

AUDITORY TRAINING AND LISTENING SKILLS: David is currently functioning in the Listen and Think Series, level G, tape 2.

ADAPTIVE DEVICES: David performs the majority of his mathematics using the abacus. He currently is able to perform the four basic functions using the abacus with the exception of long division. Further, he has little experience with decimals.

Academic Achievement:

David needs adapted media/materials corresponding to the media/materials used by students in his class. With these aids, David is able to achieve consistent with his sixth grade ability level. When lessons being taught to the entire class contain purely visual material, the regular classroom teacher receives consultation from the itinerant vision teacher on methods of adapting the lesson so that David can participate.

Instructional Area: Self-Help Skills

Annual Goal: David will coordinate his attire.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will cite colors which complement a color verbalized by the teacher.	1. Oral communication, color words.	1. Oral communication with teacher, parent.	1. 90% acceptable response as determined by the teacher.
2. David will identify color-coded pants, shirts, socks for recognition of each and its color.	2. Student derived system in conjunction with parent input.	2. Oral communication with teacher, parent.	2. 100% accurate recognition of the color of clothing.
3. David will organize clothing drawer drawer or closet according to colors.	3. Student derived system in conjunction with parent input.	3. Oral communication with teacher, parent.	3. 100% accurate location of clothing.
4. David will match pants, to shirts, to socks.	4. Student derived system in conjunction with parent input.	4. Oral communication with teacher, parent.	4. Clothing is color coordinated 90% of the time.

Instructional Area: Social Adaptation

Annual Goal: David will become more tolerant of the feelings of others.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will listen to other people express feelings and/or opinions.	1. Stimulation activities and role playing.	1. Teacher observation.	1. Spontaneous verbal exchange with peers.
2. David will respond appropriately to others' feelings and opinions.	2. Actual interaction with peers.	2. Sociogram.	2. David's position on a sociogram improves.
3. David will express a rationale for other's feelings and actions.	3. Teacher-student discussions.	3. Performance on task.	

Instructional Area: Adaptive Physical Education

Annual Goal: David will perform routine exercises.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will perform a variety of exercises on a daily basis, designed to improve muscle strength.	1. Exercises will include: Jumping jacks Toe touch Sit ups Push ups Leg lifts Running in place	1. A daily log will be kept by David to record his performance.	1. 10 repetitions of each exercise by January. 15 repetitions of each exercise by June.

Instructional Area: Optacon

Annual Goal: David will independently use the Optacon as a supplementary reading device.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will read sentences containing both upper and lower case letters without the use of a tracking aid.	1. Teacher-prepared, typed materials containing words within David's reading level, which are taken from his 6th grade reading book.	1. Oral reading.	1. 100% accuracy during a 3 minute reading period by the end of December.
2. David will read a 20 word paragraph without the use of a tracking aid.		2. Oral reading.	2. To read the paragraph within 5 minutes with 90% accuracy by June.
3. David will recognize upper case letters in elite type.		3. Oral reading.	3. 95% accuracy on letters presented in random order.

Instructional Area: Mobility

Annual Goal: David will develop independent travel skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will use the cane as a primary mobility aid.	1. Teacher directed activities: Cane Environmental cues Repetition of activities	1. Performance on task.	1. When traveling, David will execute proper cane technique appropriate to the situation 100% at the time.
2. David will cross a street at a traffic-controlled intersection on the green without soliciting assistance.	2. Teacher directed activities: Cane Environmental cues Repetition of activities	2. Performance on task.	2. David will be able to verbally indicate, with 100% accuracy, when to cross the street and he will be able to perform the crossing.
3. David will become familiar with the junior high school in preparation for his transition to the building next September.	3. Visitation and tour along with discussions.	3. Teacher directed questionings.	3. David will be able to answer general questions regarding the basic layout of the school 1 week after each visit.

Instructional Area: Typing

Annual Goal: David will effectively utilize the typewriter as a communication device.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will type dictated sentences at 8 - 10 words per minute.	1. Manual typewriter, teacher prepared material dealing with David's spelling lessons.	1. Typed copy.	1. 75% accuracy by the end of December. 90% accuracy by the end of June.
2. David will type sentences from braille at 10 words per minute.	2. Braille text and teacher directed activities.	2. Typed copy.	2. 75% accuracy by the end of December. 90% accuracy by the end of June.
3. David will set up formats for letters, lists, and outlines on the typewriter.	3. Braille English grammar book and teacher directed activities.	3. Typed copy.	3. 75% accuracy by the end of December. 90% accuracy by the end of June.

Instructional Area: Auditory Training & Listening Skills

Annual Goal: David will effectively utilize an auditory presentation for learning.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will list key ideas of an auditory presentation.	1. Listen and Think - Level G, Oral discussion with the teacher.	1. Publisher-produced tests accompanying each lesson; teacher evaluation of oral exchange with student.	1. 90% accuracy.
2. David will develop and outline material presented aurally.		2. Publisher-produced tests accompanying each lesson; teacher evaluation of oral exchange with student.	2. 90% accuracy.
3. David will draw conclusions from an aural presentation.		3. Publisher-produced tests accompanying each lesson; teacher evaluation of oral exchange with student.	3. 90% accuracy.

Instructional Area: Adaptive Devices

Annual Goal: David will effectively use the abacus as a computational device.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will use the abacus to: (1) Add (2) Subtract (3) Multiply (4) Divide (long and short)	1. Problems taken from the 6th grade text used in regular class. Abacus	1. Given 25 Addition 25 Subtraction 25 Multiplication 25 Division problems David will use the abacus to perform the calculations.	1. 90% accuracy on each set of 25 problems 25 problems are completed within a maximum of 30 minutes.
2. David will use the abacus to: (1) Add (2) Subtract (3) Multiply (4) Divide (long and short) numbers containing one integer after the decimal point.	2. Problems taken from the 6th grade text used in regular class. Abacus	2. Given 25 Addition 25 Subtraction 25 Multiplication 25 Division problems David will use the abacus to perform the calculations.	2. 90% accuracy on each set of 25 problems. 25 problems are completed within a maximum of 30 minutes.

Instructional Area: Academic Facilitation

Annual Goal: David will continue to function on grade level.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will continue academic growth through the use of special media/materials.	1. Braille, tape, sighted readers, and tangible apparatus will be supplied as needed.	1. Tests used in regular classroom, adapted for David.	1. Same as those used for his classmates.

Sample 6

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Matthew Shapiro
Grade/Program: Grade 4
Birth Date: August 27, 1967
Teacher(s): Mr. Jackson
Present Date: September 30, 1977
School: Kennedy Elementary School

Primary Assignment(s)	Date Started	Expected Duration of Services	Special Media or Materials
Regular education 4th grade with resource room attendance (2 times per week, 2½ hours each time).	10-24-77	June, 1978	

Reason for Assignment(s): Matthew is working above grade level in all academic areas. The resource room will provide him with the enrichment activities he needs to explore, develop and use higher levels of thinking in science and mathematics.

Services:

Bus transportation	10-15-77	On-going	
Physical Education	10-15-77	On-going	

Dates for review and/or revision of the Individualized Education Program Plan: September 25, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan: Madeline Costanzo - Supervisor of Programs for the Mentally Gifted/Talented.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Academic Achievement

STANFORD ACHIEVEMENT TEST – INTERMEDIATE I

Word Study	6.9	Arithmetic Computation	6.1
Language	6.9	Arithmetic Concepts	5.9
Word Meaning	6.4	Arithmetic Applications	5.8
Paragraph Meaning	6.4	Social Studies	5.7
Spelling	6.6	Science	6.3

Matthew's grade equivalent scores on the Stanford Achievement Test indicate that he is well above grade level in all academic areas. In reading, his comprehension skills are weaker than his vocabulary skills. Matthew will be placed in a 6th grade class for his reading and language arts. He will remain in his regular classroom for mathematics but will use materials appropriate for his level of achievement.

COGNITIVE ABILITIES

Matthew received an IQ of 143 on the Stanford-Binet. Results of the Torrance Tests of Creative Thinking - Figural Form B, indicate that he is especially strong in the areas of originality, flexibility and elaboration.

His regular classroom teacher, responding to a questionnaire on intellectual functioning, indicated that Matthew enjoys completing his work or seeing problems through. He displays a great deal of intellectual curiosity and enjoys the challenge of difficult problems. Frequently, he is able to find alternative ways of solving a problem. He likes to "play" with ideas and often generalizes or applies understanding to new situations. He demonstrates independence in thought and action.

Matthew's parents report that although he has a group of friends with which he associates, he often works and plays alone. His independent activities often involve either reading or "exploring" his neighborhood and reporting on what he found.

Matthew's favorite subject areas are science and mathematics. After discussions with his regular class teacher and the special education teacher, Matthew has chosen to study energy conservation, as his independent project, during the coming school year. He would like to investigate the energy consumption of his school building, Kennedy Elementary, and report his findings and recommendations to school personnel. Matthew has worked with his regular teacher and the special education teacher in identifying the goals and objectives included in the mathematics and science enrichment section of his proposed IEP.

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will process practical information effectively.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will audit utility bills at his school to see if the appropriate tariff was used, and that the calculation of the bill was correct. 2. Matthew will collect data, using observation procedures which he develops, on the energy usage at Kennedy Elementary, in order to support his conclusions and recommendations. This will include investigating: 1. lighting levels 2. unnecessary lighting 3. ineffective lighting 4. inefficient light bulbs 5. operating hours 6. temperature settings 7. air leaks 3. Matthew will evaluate the evidence on energy usage and draw conclusions leading to recommendations for energy conservation.		Objectives 1 – 3 Student/teacher analysis of the final presentation to determine if Matthew has used the information collected through observation and audits to draw his conclusions and recommendations.	Objectives 1 – 3 Conclusions and recommendations must include the areas of: 1. lighting 2. heating, ventilating, air conditioning Each conclusion and/or recommendation must be accompanied by supporting evidence.

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will obtain desired information by using research skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Using reference books, Matthew will obtain information concerning the basic principles of electricity and use this information to set up an electric circuit.		1. Matthew will demonstrate the basic principles of electricity to the class, using his electric circuit.	1. During the demonstration, Matthew will discuss the terms: electron electric current cells battery generator electric circuit conductors fuse volt ampere watts meter
2. Matthew will identify and review pamphlets, periodicals, reports and manuals containing information concerned with energy consumption.		Objectives 2 – 4 Student/teacher analysis of the final presentation to see if it contains the necessary background information for the energy conservation study.	Objectives 2 – 4 Information must cover the areas of: 1. energy consumption 2. the operation of systems using electricity at Kennedy Elementary School 3. electric utility tariffs
3. Matthew will interview school building and maintenance personnel to obtain information about the lighting, electrical equipment and heating, ventilating and air conditioning systems in operation at Kennedy Elementary School.			
4. Matthew will identify the proper electric company sources in order to investigate the electric utility tariffs applicable to school district operations.			

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will evaluate his independent study project.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will, working with his teacher, determine the goals and objectives for his energy conservation study. 2. With teacher assistance, Matthew will develop an evaluation form which covers all of the major goals and objectives for the study. 3. Matthew will periodically rate his progress toward the attainment of his goals and objectives. 4. Matthew will analyze his final presentation in terms of the attainment of his goals and objectives.		1. Performance on task. 2. Performance on task. 3. Performance on task. 4. Performance on task.	Objectives 1 – 4 Following the performance of each task, student and teacher will discuss its strengths and weaknesses. Performance will be judged as acceptable if the teacher determines that the performance contributed to the effectiveness of the independent study project.

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will communicate his findings and conclusions effectively.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will produce visual aids, photographs, slides, charts, and/or graphs to illustrate points in his presentation. 2. Matthew will present the findings and recommendations from his energy conservation study to appropriate school district personnel during an oral presentation.		1. Student/teacher analysis of the final presentation to determine if Matthew uses audiovisual aids appropriately. 2. Student/teacher analysis of the final presentation to determine if Matthew presents his findings, conclusions and recommendations in a well-organized clear and concise manner.	Objectives 1 – 2 Following the performance of each task, student and teacher will discuss its strengths and weaknesses. Performance will be judged as acceptable, if the teacher determines that the performance contributed to the effectiveness of the independent study project.

Instructional Area: Mathematics

Annual Goal: Matthew will develop arithmetic concepts and skills at a pace consistent with his level of mastery.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will add, subtract, multiply and divide fractions. 2. Matthew will apply correct mathematical concepts to problems. 3. Matthew will use correct measurement techniques. 4. Matthew will use geometric principles in problem solving.	1. Individualized Mathematics System Ginn and Company, 1973 1. fraction strand 2. applications strand 3. measurement strand 4. geometry strand (Levels to be determined by pretests)	Objectives 1 – 4 a. Matthew will use the systems check-up pages to measure each skill within a unit. He will use check-up results to decide whether to continue, branch, recycle, or request the unit posttest. b. Teacher administered, a scored criterion-referenced system, post-tests will determine mastery of the content within each unit.	Objectives 1 – 4 a. Student judgment of acceptable performance. b. 90% accuracy.

Instructional Area: Reading and Language Arts

Annual Goal: Matthew will increase his independent reading skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will use the following comprehension skills in his independent reading program. a. specific recall b. identifying the main idea c. making inferences d. critical reading e. authorial purposes	1. Pilot Library Series Science Research Associates, 1972 Kit: Grade 6 – 7	1. For each selection read, Matthew will complete the appropriate comprehension/analysis exercise, score his work and record his score. The teacher will periodically monitor Matthew's performance on the evaluation exercises. The teacher will analyze the results of his exercises by the type of comprehension skill represented.	1. 90% accuracy.

132-A

132-B

APPENDIX B

Partial Bibliographies of Instructional Objective Sources

1. Curriculum Bound
2. Published Collections
3. Resource Books

132-C

BIBLIOGRAPHY OF CURRICULUM BOUND OBJECTIVES

The Comprehensive Occupational Assessment and Training System (COATS)
Edu-Systems, Inc.
1575 Parkway Avenue
Trenton, New Jersey 08628

Concepts and Inquiry: The Educational Research Council Social Science Program
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02210

Continuous Progress Laboratories; Science, Math, Reading, Social Studies
Educational Development Corp.
202 Lake Miriam Drive
Lakeland, Florida 33803

Criterion - Reading - A New Assessment System in Reading
Random House
201 E. 50th Street
New York, New York 10022

Fountain Valley Teacher Support System in Reading
Richard L. Zweig & Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California 92648

I Can
c 1976; all levels MR
Hubbard Press
P.O. Box 104
Northbrook, Illinois 60062

Igniting Creative Potential
Calvin Taylor
Bldg. 404 University of Utah
Salt Lake City, Utah 84112

Individualized Computational Skills Program (ICSP)
c 1972; Grades 1 - 2
Houghton Mifflin Company
551 Fifth Avenue
New York, New York 10017

Individualized Criterion Referenced Testing; Reading, Math
Educational Progress
Division of Educational Development Corp.
P.O. Box 45663
Tulsa, Oklahoma 74145

Individualized Mathematics Program
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

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757 Third Avenue
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APPENDIX C

Guidelines for the Preparation of Teacher-Written Objectives

GUIDELINES FOR WRITING BEHAVIORAL OBJECTIVES

In this appendix, a few practical suggestions will be offered as well as guidelines for writing behavioral objectives.

The most critical element of a well written objective is a clear expression of what the child will be able to do as a consequence of instruction. This usually takes the form of an action verb. The more specific the behavior the better. This is so, simply because the objective will be subject to fewer interpretations if the verb denotes unequivocal behavior. To help distinguish verbs that are more appropriate for behavioral objectives, examples are provided in the following lists. These verbs were presented by Mager (1962) in his book *How to Write Behavioral Objectives.*

Verbs open to many interpretations	Verbs open to fewer interpretations
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to define
to have faith in	to debate

In selecting the appropriate verb, it is useful to invision what the child will be required to do when you evaluate his mastery.

By using an action verb, the behavior will be specified in observable measureable terms. The teacher will be able to observe the child performing the behavior and in some way record the occurrence of that behavior. For example, what a child says is an observable behavior. Hitting someone is an observable behavior. Smiling and frowning are observable behaviors. What a child thinks and feels, however, is not an observable behavior; what a child is thinking and feeling cannot be observed by the teacher. The action the child takes as a result of what he thinks and feels is observable behavior. A child may feel angry but the teacher doesn't know this unless the child strikes another child or performs some other action which reveals his feelings. In writing behavioral objectives, only observable behaviors are useful.

The second most critical element of a well written objective is a specification of the conditions under which performance is evaluated. This component must be specific in order to avoid misinterpretation. If, for example, the objective has to do with identification of sound blends, then an appropriate specification of the conditions might be: "Given a printed list of ...", but it also delimits the objective; i.e., only "l" and "r" blends. This specification of the conditions under which the behavior is to be performed is very important for communication and for the development of an adequate assessment device.

In addition to the specification of the behavior and the conditions, several authors recommend the inclusion of a *third element. It is the specification of the criterion for acceptable performance.* This usually takes the form of "... with no more than two out of ten incorrect." Not all authorities agree with the need for the criterion specification. In review, there are three critical components to a well written objective: the *specification of the behavior,* the *specification of the conditions under which the behavior will be evaluated,* and the *criterion level of acceptable performance.*

Characteristics That Make a Good Behavioral Objective:

1. A good objective conveys to others a picture of what a successful learner will be like when the learning is complete. This is why words like "knows" and "understands" are not adequate. What "knows" means to me may not be what it means to you. It is not explicit enough until you write what the learner will be doing to demonstrate what he "knows".

2. A good objective will *state what the child will be doing or will be able to do* to demonstrate that he has mastered the objective.

3. A good objective will *state the conditions* under which the child will perform the stated behavior.

4. A good objective will state the criteria of acceptable performance by describing *how well* the learner must do the task to demonstrate mastery.

Relationship of Tests to Objectives:

To a large extent, the objectives dictate the format and scope of the tests. If the behavior and conditions of an objective are well specified, it is likely that two different people could independently write very similar (parallel) tests for the same objective or group of objectives. In general, the objectives form the blueprints for the construction of the tests. Conversely, testing considerations should influence the formulation of the objective. Of course, some tests for specific behavioral objectives are already available in the teaching materials or in the teachers manuals and new tests need not be written.

To formulate behavioral objectives without testing the performance relevant to the objectives would only be an academic exercise. Implicit to the use of behavioral objectives is pre- and posttesting of the specified behaviors. Teaching toward an objective that a pupil can achieve prior to instruction can be avoided by pretesting. Posttesting, subsequent to instruction, can provide valuable information as to whether mastery is present or to identify areas that need work. If test information is to facilitate instructional decisions, it is obvious that extended periods between pre- and posttesting may vary as a result of many factors, it is recommended that objectives be delimited such that the pre- and posttest of the objective can reasonably be given within two weeks of each other. This two week time lapse should be viewed only as a guide, realizing that may well written objectives may require far less time to achieve than two weeks and others may require more time.

Delimiting objectives to meet practical time considerations can be approached by manipulating the conditions specified. For example, an objective that requires the child to identify all letter sounds could reasonably take a month or more. This could be delimited to a fewer number of letters that you intend to teach in the next week or two. If, on the other hand, you were working with an older child, the same objective covering all of the letter sounds might be more appropriate.

The above testing consideration should be kept in mind at all times when you select or write your own objective. If a test is not available, it will be necessary for you to write your own. The following specific recommendations are offered:

1. If the objective calls for a specific skill such as identification, the test should require identification; not naming, reciting or some other allied behavior.

2. If at all possible, the test should call for objective responses, i.e., multiple-choice, true-false, matching, etc., in order to avoid subjective scoring.

3. Include sufficient items for any one objective to ensure that chance alone will be unlikely to result in a passing score. (More true-false items will be needed than if multiple-choice items are used.)

4. When writing reading comprehension items, make sure the items cannot be answered without reading the passage.